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ABSTRACT

Seeking to foster in children a love of books and reading, this 3-week curriculum module is designed to encourage third graders to read independently and to develop an awareness of the intrinsic value of reading by helping students acquire those library skills necessary to access literature, setting up strategies for students to use to assess readability and quality, and introducing them to a broad selection of children's literature. A section on the theoretical rationale for the program discusses research on the effects of independent reading, motivational strategies, the role of parents, and the presentation of library skills. The needs assessment section provides a sample student questionnaire ("How Do I Feel about Books"), along with a sample letter/questionnaire for parents of participating children and for participating librarians, an evaluation form for the needs assessment data, and a book and interest reference form. Instructional objectives (affective, cognitive, and behavioral) are outlined in the module, as well as instructional strategies, including role playing, book talks, and sustained silent reading periods. Other units detail curriculum design, staffing, materials, and scheduling, and the section on evaluation presents a sample library skills quiz, a year-end student assessment form, and teacher, teacher/librarian, and parent evaluation forms. Suggestions for parents are provided in the appendix, and 34 end notes are attached. (MM)

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Good Book Lookers

A Three Week Introductory Module in the Language Arts to Foster Independent Reading Among Third Graders

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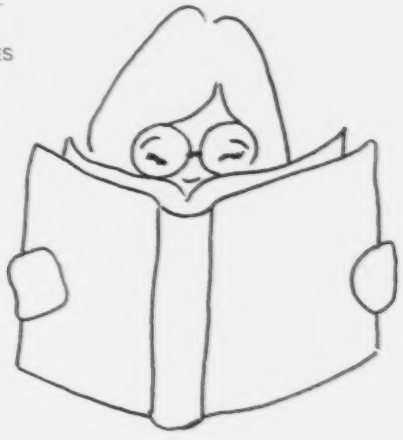

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Purpose

This curriculum module is designed to encourage third graders to read independently and to nurture an awareness of the intrinsic value of reading. It aims to help students acquire those library skills necessary to access literature, to set up strategies for students to use to assess readability and quality, and to introduce them to as broad a selection of children's literature as possible. Above all, the curriculum seeks to create an environment which fosters a love of books and reading. The module itself only lasts three weeks but it is hoped that the library skills acquired, the class and home routines established, and the positive attitudes generated will continue to be developed throughout the school year.

"Good Book Lookers" does not claim to increase reading scores though increases in independent reading, although improved reading skills may be a positive side effect. It seeks, as its title suggests, to make children eager to and capable of locating books of interest to them which they will then want to read either for pleasure or information (or both).

Goals

The curriculum module is organized to help students;

- perceive independent reading as a source of personal enjoyment and of useful information
- become familiar with a wide range of fiction that they themselves can read.
- acquire the library skills necessary to locate works of fiction, to find specific types of literature (adventure, mystery, folktale ...), and to judge quality and readability.

Theoretical Rationale

American school children do not read much outside the classroom. A survey done in 1980 found that 22% of the fifth graders questioned did not read at all independently and that of those that did only 5% of their leisure time was spent reading.[1] Moreover, two thirds of our children do not use public libraries regularly.[2] In contrast, it has been estimated that Americans spend as many as five hours a day in front of the television.[3] Democracies depend on a literate population to survive. One might argue that while most Americans can read very few are literate.

Schools need to strive more actively to encourage independent reading. Our students need to be helped to discover the pleasure, insight and understanding that books can offer. And we must start the process at an early age for studies suggest that reading habits are set by puberty.[4]

Research on the Effects of Independent Reading

Few authors cited well controlled studies as rationale for their advocacy of independent reading. Those that did are typified by Morrow[5] who points to studies in which success in school is correlated with reading ability. She extrapolates that independent reading is practice and that the more children "practice" the more proficient their skills will become. This is logical but hardly scientific.

Einhorn carried out a ten week controlled study comparing

the effects of 'Sustained Silent Reading' (SSR) with a program of individualized reading activity (probably SRA) on the attitudes and independent reading habits of elementary school children.[6] She found that neither the attitudes or the habits changed during the period although the students in the SSR group read progressively more over the course of the program.[7] It might be argued that the evaluative period was too short to permit significant changes and that sole reliance on SSR is too narrow a strategy to expect to produce alterations in behavior. However, Einhorn's study does point out the complexities of assessing the impact of independent reading.

Teacher Attitudes and Impact

Research has been done on the impact of teacher attitudes and time utilization. It has been found that the way a teacher manages the allocation of time and resources, the environment she creates, and the model she provides for students determine what it is students learn more than her actual verbal communication with them. This is particularly true in the area of independent reading.

In a small longitudinal study, Blatt[8] followed thirty children for four years beginning in the third grade. He examined both the way reading was taught and the kinds of material the children were reading independently. He found that children read more and better quality books during the years when the teacher used literature to introduce reading, read aloud to students and discussed books with them.[9] In other words, when

the teacher made it clear on many levels that students' independent reading was both of interest and important, students read more.

All elementary teachers **tell** children to read on their own but the signals children receive are mixed due to the way reading is taught in the classroom. In a survey of 101 teachers in 60 schools in the Southeast, Heathington and Alexander[10] asked teachers to rank in order of importance nine reading activities. They found that teachers listed a child's attitude toward reading second (behind reading comprehension). Yet, when asked how much time they spent on the various activities attitude came next to the bottom. Some teachers listed oral reading as a way to encourage positive attitudes. However, in a survey of students' perceptions of reading instruction done by Bruckenhoff[11], it was discovered that many of them did not enjoy reading aloud and that such activity had a negative impact on their attitudes toward reading in general. Thus not only was not much time spent on developing positive attitudes, but the methods used were not always conducive to the ends desired.

Children's Perception of Reading

Given the limited time often spent on nurturing positive attitudes, it is not surprising that Tovey,[12] in a survey of the way 30 elementary students perceived reading, found that only 28% defined reading as discerning meaning from the printed page. The vast majority thought of it as word calling in which every letter of every word must be taken into account. It would be

interesting to know whether it was only among the 28% that reading was perceived as a pleasurable experience.

Attitudes toward reading are shaped also by children's perceptions of their needs. Children, if they choose to read at all, choose to read because it fulfills a particular need. In an interesting cross-cultural survey, Greaney and Neuman questioned 459 elementary age students in the United States and in Ireland on what function reading served for them. Significantly, American children, as a group, gave more pragmatic reasons for reading than did Irish. However, the authors found that irregardless of nationality, girls tended to read more for enjoyment than did boys who tended, in contrast, to read more for utilitarian reasons. A third factor, which the authors labelled 'escapist' readers, did not correlate with either nationality or gender.[13]

Motivational Strategies

There are a plethora of articles which contain strategies to promote children's independent reading. They can be split into two types; those whose authors make motivation extrinsic and those whose authors seek to develop within the child a desire to read. Most authors articulate both the pragmatic view that increased independent reading improves reading scores and the intrinsic goal that reading should be a pleasurable experience. Here again, however, from the child's perspective the medium might become the message.

Lough et al.[14] and Irving[15] describe motivational programs

in which students are encouraged to read independently at home in anticipation of some reward at the end of the school year. Both cite tremendous increases in the amount their students read and the enthusiasm they demonstrated. To the extent these kinds of programs positively modify independent reading habits, they are beneficial. However, there is a danger that if external motivation is used too much children will come to perceive reading as something one does to get something rather than as a source of personal satisfaction.

If the goal is an inward desire to read on the part of the child, motivational strategies must be based upon Gestalt as well as behavioristic learning theory. The majority of the articles took this approach. They suggested ways to structure the entire environment of the child, both at home and at school, so that it fostered independent reading.

Sledge[16] stresses the importance of the teacher being seen by the student as a lover of books as well as actively interested in the students' outside reading habits. She also suggests strategies with which to get children involved in recommending books for peers. Webb[17] and Dupart[18] echo her emphasis on the teacher's role. Webb advocates weekly "book talks" just prior to library time while Dupart believes the teacher should not destroy the pleasure potentially found in reading "with arguments of its pseudo-necessity."[19] All three state the importance of reading aloud to pupils even after they are quite capable of reading successfully on their own.

The Role of Parents

Parents also have a great deal of influence on how much their children read. The first warm association the child has with books comes from being read to by a family member. Parents have both an overt and a covert role to play. First, they can push reading by taking their child to the library, reading aloud, and recommending books. Blatt found that over the course of her four year study parents provided 20% of the recommendations children received about what to read: a percentage which was, in some years, above that of the teacher's.[20] Second, parents provide an important role model. Children need to see their parents reading and see all kinds of literature around the home.

Several authors make suggestions as to how to include parents in independent reading programs. Dupart's article is written as much for parents as it is for teachers and Morrow provides a list of suggestions for parents as to how they can foster reading in the home.[21] Richardson wants adults and children to interact often through discussions about books.[22]

Book Selection

The specific books children select to read also reflect their needs at a given time. Choice is effected by age, gender and background and it tends to go through interest phases. There are some factors in book selection, however, that seem to remain constant. A Position Paper by the New England Consortium for the Right to Read cites a study in which the reading choices of

elementary students in an affluent suburban school were compared with those made by children in an inner city school. All the children surveyed appreciated humor in books and both school populations liked upbeat literature where the characters interacted in a positive manner in comfortable environments. The study did note that the type of book format selected was determined by reading ability. High achievers in both instances chose 'real' books whereas low achievers tended to select comic book type literature.[23]

Book format also seems to influence selection. Lynch-Brown, in a study designed to discern children's preferences for hardback versus paperback, found that this was not the determining factor in their choice. Children were drawn to books whose titles clearly defined content and/or whose cover was illustrated in such a way that their content was explicated.[24] Beckman supports Lynch-Brown's findings but she also lists other factors which affect selection. She found that books which "start with a bang," which rely on lots of dialogue, which do not use too much description, and which have a small cast of characters are appealing to children.[25]

Another factor often cited in book selection is the influence of peers. The suggestions of classmates play an increasingly large role as children get older. While most authors offer ways to formalize this peer network, Burgess, in her survey of 243 enthusiastic elementary age readers found this network somewhat limiting. Her subjects tended to get introduced only to the popular authors and titles and did not have the

skills to dig out other literature that might have been of interest to them.[26] Burgess recommends that children be introduced to adult library terminology so that they can use the subject catalogues to find interesting titles. She also suggests they be given easy access to reviews of new library selections.

Children do not seem to be that influenced, in book selection, by the degree of difficulty. Smith et al. examined the actual book selections made by second and fifth graders over a two month period. They found that almost a third of the time both groups chose books that were at their frustration reading level. Less than half found literature at what is considered the appropriate level of difficulty for independent reading.[27] The authors did not ask whether the students expected to read these books on their own or whether they expected their parents to read the books to them. They argue, rather, that a particular book fulfills a need in the child and that this transcends the difficulty level.[28]

It seems more realistic, however, to provide the skills necessary to decide whether a given book is one that can be read comfortably or one that the child will need to have read aloud. Richardson, in an essay which offers strategies to promote independent reading, suggests teaching the child to use the five finger test to assess difficulty. If, on reading the first page of the book, the child has to put down more than five fingers representing words he/she does not recognize then the book is too hard.[29]

Presentation of Library Skills

The acquisition of basic library skills should be a goal in any curriculum to foster independent reading. There are a number of library curriculums in the literature which outline the progression of library skills. Most are very behavioristic. They teach units on biography or the content areas without reference to whether children are particularly interested in reading those kinds of books or not. The best of these, like the one produced by the Oklahoma Department of Education, tries to make the units so appealing that they create an interest even when none existed in the first place.[30]

A more needs oriented approach to successful use of the library is provided in an essay by McVitty. He suggests personalizing the library. The librarian can help the teacher understand the reading interests of individual children and the teacher can help children acquire necessary skills by bringing index cards from the catalogue into the classroom to familiarize students with them. Moreover, classroom teachers should accompany their class to the library both to demonstrate interest in what the children are reading and to help the children apply their library skills to locate that special book.[31]

Conclusion

Thus, to be successful, a curriculum designed to foster independent reading should do three things. First, it ought to try to create a total environment conducive to reading. An ample supply of interesting reading material should be readily available within the classroom. Classroom teachers should enlist the support of students' families and the school librarian. Each ought to strive to demonstrate through their words and actions a love of reading and an interest in what their children are reading or might like to read.

Second, children should be helped to find within themselves reasons to read. Interests should be determined and books reflecting those interests made known through formalized channels. Covert peer and teacher pressure also might be generated in favor of reading.

Third, students should be given the skills and strategies necessary to determine books of potential interest and to locate that literature in the library. Once a book of interest is found, they ought to be able to judge whether it can be read alone or might need to be read aloud by a parent or friend.

Attitudes toward reading can be affected in young children and positive voluntary reading habits established. However, programs to foster independent reading are most effective in the elementary grades when children's dispositions still are malleable.

Needs Assessment: Student Questionnaire

How do I Feel about Books

Section One
Circle the answer on the right that most accurately describes what you do.

I read before I go to bed.	usually	sometimes	hardly ever
I would rather watch TV than read.	usually	sometimes	hardly ever
Everyday I see someone in my family reading.	usually	sometimes	hardly ever
I read because I can learn about interesting things.	usually	sometimes	hardly ever
I read because I'm told to read.	usually	sometimes	hardly ever
I read because it is fun.	usually	sometimes	hardly ever
I find out about good books from my family,	usually	sometimes	hardly ever
my friends,	usually	sometimes	hardly ever
my teacher,	usually	sometimes	hardly ever
the librarian,	usually	sometimes	hardly ever

or from other ways _____ (tell me)

Section Two
Answer the following questions in a few words. Don't worry about spelling.

1. Name your favorite book. _____

2. What kinds of books do you like to read?

_____

3. What do you like do in your free time?

_____

Dear Parents,

I need your help!

Your children will soon begin a curriculum module called "Good Book Lookers" designed to promote independent reading and to nurture the feeling that reading can be done simply for personal enjoyment. The module will last only three weeks but I hope it will give the children library skills, establish class and home routines, and foster attitudes which may be developed throughout the school year.

Please share your understanding of your child's interests, needs and habits by answering briefly the following questions. I will use your responses to help decide how and where to begin this unit and to stock our classroom library with books that should appeal. At the beginning of the module I will send home a list of suggestions of how you can encourage independent reading.

Thank you!

Anne Sampson

What kinds of things interest your child?

_____

Does he/she choose books reflecting those interests? Yes No

Does your child enjoy having books read aloud? Yes No

How often do you read aloud to him/her? _____

Is there any set time of the day when your child reads for pleasure? Yes No

When: _____

How often do you go to the library with your child?_____

Do you often select books for yourself as well? Yes No

Does your child read the books he/she selects at the library? Yes No

Reasons;_____

What kinds of reading material is visible in your home?

_____

List some of your child's most favorite activities.

_____

Your signature would be helpful but it is not essential.

Dear Librarian,

My third grade class will soon begin a curriculum module called "Good Book Lookers" designed to promote independent reading and to nurture the feeling that reading can be just plain fun. The module will last only three weeks but I hope it will give the children library skills, establish school and home routines, and foster attitudes which may be developed throughout the school year.

I would greatly appreciate your insights and suggestions on this project on a number of levels. First, might we get together in the near future to coordinate the teaching of those library skills needed to locate works of fiction and to use the subject catalogue to find books in particular interest areas? Please list several times that would be convenient for you.

Second, you have worked with most of these children since first grade as well as taught third graders for a number of years. You probably know something about each child's reading interests and habits and about the inclinations of third graders in general. Would you please share that expertise by answering the questions listed below.

I look forward to working with you on this project.

Many thanks,

Anne Sampson

List briefly the library skills which most of these children have mastered.

_____

What library skills do you generally introduce during the third grade?

_____

Please list below:

Popular Titles - Authors chosen by 3rd graders	Titles - Authors you recommend

I have listed below the names of the children in my class. In the columns beside their names write 1 (very well) through 5 (not well at all) in answer to the first four questions. If you are not sure just leave it blank.

Name	Student seems to enjoy reading.	Student seems to know what kinds of books interest him/her.	Student seems to choose reading level appropriate books.	Student perseveres until a book of real interest is found.	Student seems to select fiction (F) or non-fiction (NF) literature.

Evaluation of Needs Assessment Data

Once the needs assessment surveys have been completed the information should be collated under two headings. First, the backgrounds and attitudes of the children should be evaluated so that the teacher knows how to structure the environment so that it is most conducive to independent reading. Second, the books and interest areas suggested should be listed to provide a source of recommendations with which to initially stock the classroom library. Given below is one possible way to organize both sets of information.

Background and Attitude Evaluation

	Fill in percentages for: usually	sometimes	hardly ever
I read before I go to bed.	_____%	_____%	_____%
I would rather watch TV than read.	_____%	_____%	_____%
Everyday I see someone in my family read.	_____%	_____%	_____%
I read because I can learn about interesting things.	_____%	_____%	_____%
I read because I am told to read.	_____%	_____%	_____%
I read because it is fun.	_____%	_____%	_____%
I find out about good books from my family,	_____%	_____%	_____%
my friends,	_____%	_____%	_____%
my teacher,	_____%	_____%	_____%
the librarian,	_____%	_____%	_____%
other (list) _____			

	Yes (%)	No (%)
Do interests determine book selection?	_____%	_____%
Do children enjoy having books read aloud?	_____%	_____%

How often is this done?
every day _____% several times/week ____% once/week ____% rarely ___%

Do children read library selections?	_____%	_____%

Does parent take books from library? ____% ____%

Is there a set time for reading ____% ____%
morning ____% afternoon ____% evening ____% before bed ____%

Summarize reasons given for failure to read books selected

Summarize reasons given for for reading books selected

List types of reading material available.

Book and Interest Reference

Child stated interest areas areas

Parent suggested interest

Books just read by children

Popular third grade books (librarian)

Books recommended by librarian

Activities enjoyed by children

Instructional Objectives

Affective

Students will, without prompting;

- -choose to read for a portion of their free time
- -recommend a favorite story to a friend
- -talk to others about what they are reading.

Cognitive

Students will be able to;

- -recommend several books to classmates
- -name 4-5 authors and summarize briefly one of their books
- -name the subject, author and title catalogues and tell what purpose each serves
- -identify the title, the author, the call number and the subject heading on any card from the card catalogue
- -understand the significance of the Caldecott and Newberry Awards and recognize the symbols for them on book jackets.

Behavioral

Students will be able to;

- -find a book given a call number
- -use the card catalogue to locate a specific book, identify books in a given subject area, and find all the books by a given author
- -utilize the five finger test to ascertain whether they can comfortably read a given book.

Instructional Strategies

This curriculum module is built around the creation of libraries within individual classrooms. There are a number of ways in which such a mini-environment could be established successfully. Particular methods of doing so will need to reflect the nature of a given class, the teacher's personality, and spacial limitations. Most importantly, all strategies employed should convey an enthusiasm for books and for reading.

Brainstorming techniques will be used, either in small groups or in the whole class setting, to come up with ways to organize books in the classroom library.

Role Playing. Students, working in pairs, would assume the role of librarian for two week periods. Responsibilities might include keeping the classroom library organized and tidy, overseeing the checking out and in of books, and selecting and classifying books and materials from the school library for use in the classroom library.

Book Talks will be given both by the teacher and by the students on interesting books just read. A good time for student presentations might be at the beginning of each reading group. Children would feel more comfortable talking in front of a smaller group and they would be recommending books that the others in the group could probably read.

Bulletin Boards provide a highly visible place to market books. Each student will have an envelope with his/her name on it tacked to a bulletin board in the library corner. In them students will

place 3X5 cards giving the title, author, and a brief (1-2 sentence) review of each book read. Students would be encouraged to use these cards as a source of book recommendations.

Oral Reading. It is important that the teacher read aloud to the children every day. Selections will be works of recognized quality and, over the course of the year, reflect a wide range of authors and topics. The teacher should not feel that every book started must be finished. Sometimes a good way to "sell" a book is to read the first chapter and then put the book "up for grabs."

Book Swaps are another good method of marketing books. Each child will bring from home a favorite book which can be lent to a classmate to read.

Sustained Silent Reading for twenty minute periods two or three times a week are a meaningful way to underline the feeling that reading is worthwhile. During this time children might be given the option of reading aloud quietly to a friend or listening to tapes. It is important, however, that the teacher read during this period as well and not use it as time to plan lessons or grade papers.

Drill, when done in an engaging manner, is a good way to reinforce recently acquired library skills. Children will be asked to re-shelve library books upon entering the library for their weekly period. They will orally, or on worksheets, identify the title, author, and subject heading on cards from the card catalog.

Games also will be utilized to practice skills. Groups of students might compete to see which could re-shelve their books most accurately. Similarly, the librarian might devise treasure hunts to find specific books through use of the card catalog.

Practicum experience will be given by having each student serve, at some point during the year, as an assistant librarian for a two week period. Responsibilities might include staying after the class library period to help the librarian or assisting with the re-shelving of books in the early morning (before the final bell).

Parental support for the module will be encouraged from the outset. A list of suggestions will be sent home outlining ways parents can foster good independent reading habits. (See Appendix I.) Parents might also be encouraged to read a favorite story aloud to the class.

Posters will be created by the teacher or students which explain how to 'read' subject, author and title cards from the card catalogue.

Creative Writing. Children will be asked to write and illustrate their own stories which then could be 'bound' and added to the classroom library.

Curriculum Design

This curriculum module attempts to create a total environment conducive to reading through the creation and maintenance of a mini-library within the classroom in which students become familiar with library skills and protocols and, it is hoped, are led to read independently. It is child centered to the extent that the learners in it, with teacher supervision, classify and organize their classroom book collection and oversee the checking in and out of materials. The classroom teacher and the librarian, however, would utilize this simulation to impart the basic library skills outlined in 'Instructional Objectives.'

But Gestaltian immersion in a plethora of literature is not necessarily going to make avid readers of students. A behavioristic approach is also an important motivational aspect here. The section on 'Instructional Strategies' suggests a number of ways to develop enthusiasm for reading and increase student familiarity with children's literature. These methods both entice students to want to read and subtly apply peer, parent, and teacher pressure to that same end.

Staffing

Classroom teachers are responsible for helping their students establish a mini library within the classroom and for creating an environment which fosters independent reading. Ideally, teachers implementing the curriculum should be book enthusiasts who continually seek to familiarize themselves with an ever broader range of children's literature.

Cooperation between classroom teachers and librarians is essential. At least one planning session between classroom teacher and librarian would be necessary, prior to the beginning of the module, to map out strategies and to coordinate the teaching of skills outlined under 'Instructional Objectives.' However, there ought to be frequent contact between teacher and librarian throughout the year to keep abreast of student interests and attitudes. Indeed, teachers are encouraged to accompany students on their weekly trips to the library.

Materials

The classroom library should contain a substantial number of books from which the children can choose. Morrow cites a study which suggests that there should be between 5 and 8 books per child.[32] While this seems like a tremendous number anyone who has taught for any length of time has probably accumulated a reasonable collection of appropriate level literature. Parents can be tapped to donate books their children no longer use at home and quality paperbacks can be purchased at relatively small cost from the school's petty cash or by a parent organization. Teachers can also use the bonus points accumulated through students' use of paperback book clubs to buy additional literature. Finally, most public libraries allow teachers to borrow up to twenty books at a time and this source could supplement the rotating collection from the school library.

Morrow provides a useful break down of the types of literature that should be in a classroom library:

1. picture books with few or no words, alphabet books, number books, concept books;
2. picture storybooks in which text and illustrations are closely associated;
3. books of fairy tales and nursery rhymes;
4. stories that deal with real life issues faced by youngsters, such as family conflicts, loneliness, frustration, handicaps, socioeconomic status, divorce, new siblings, and children's cruelty to each other;
5. poetry for all seasons, holidays, and topics studied in school;
6. non-fiction on such topics as the planets, plants, animals, and other countries;

7. biographies of popular figures of the past and present;

8. novels;

9. easy-to-read books with controlled, repeated vocabularies, large print, and illustrations closely associated with the text;

10. joke books, riddle books, fables, serial books, participation books, craft books, and books related to television specials or series.[33]

This mini library would probably fit best into the corner of most classrooms. Additional shelf space can be found by searching school basements for discarded bookshelves or by creating one's own from cinder blocks and boards. There needs to be enough space that new or pertinent selection can be fully displayed.

Library areas also need to be inviting places physically. A small rug and a couple of large pillows automatically add warmth. Carpet dealers will sometimes donate small remnants and a talented teacher or parent can easily sew up pillows from attractive fabric remnants at very lost cost. A few chairs and a small table on which a listening center could be placed complete the interior design.

Scheduling

"Good Book Lookers" is a three week introductory module during which classroom routines and climate are established and basic library skills taught. For maximum impact it should be implemented in the early fall as soon after beginning the school year as possible. Individual teachers will decide the exact time frame for classroom lessons, projects, and reading periods but it should be roughly the same time each day. The period immediately following lunch is recommended. Students are beginning to tire and might enjoy a change of pace. Library skills will be presented by the school librarian during regularly scheduled library periods. For maximum change in student reading habits, these newly acquired skills will have to be practiced and established routines followed throughout the rest of the school year.

First Week

During the first week the classroom library will be set up. Students under teacher supervision, will devise a simple classification system (5-6 categories) and then classify and label (with color coded stickers) the books in the classroom. A letter will be sent home to parents explaining the module and offering suggestions for ways to encourage children to read independently. Just prior to the library period the teacher will explain the five finger test for determining the difficulty level of a book. During the library period the librarian will explain

how works of fiction are organized. Students will be asked to find a book written by a given author.

Second Week

Students will be told about Sustained Silent Reading and participate in two 15 minute silent reading periods. The first four student librarians (two for the classroom, two to assist the school librarian) will be chosen and their duties outlined to the entire class. The teacher also will explain procedures for borrowing books from the classroom library. Before the class library period the teacher will give the first book talk and encourage students to share good books they have read recently with the class. The librarian will introduce the subject catalogue, identify the call number, and walk the class around the library to provide a general idea of its layout.

Third Week

The bulletin board to house student mini book reviews will be set up by the teacher and the organization of the content of the 3 x 5 cards will be explained. Students will be asked to fill out a card on the last book they read and to do so again whenever they finish a book. Small groups of students will be sent to the library to find two or three titles in specific content areas (mystery, dinosaurs, etc.). The librarian will introduce the formats of the title and author cards and review the role of the call number. Book talks and two periods of Sustained Silent Reading will be continued this week and each week thereafter.

Evaluation

Evaluation of the success of this curriculum will take place in several time frames and on several levels. It will take into account the perceptions of teachers, school librarian, and parents as well as measure the skills and attitudes of students. Analyses will be carried out both at the end of the module and much later in the school year since alteration of basic perceptions takes much longer than the three weeks allotted by the module. Unfortunately, it is not possible to accurately measure or quantify changes in the affective domain. However, it is hoped that by evaluating input from different sources positive differences in students' perceptions of reading will be noted.

This evaluation process is thus both summative and formative. It analyses the success of the three week module in terms of workability, student disposition and student learning. It also directs the teacher and librarian to think, both at the conclusion of the unit and periodically throughout the rest of the school year, about ways instructional strategies might be fine tuned to better nurture positive attitudes towards books and reading. These periodic reviews are scheduled to just precede school vacations because after such breaks is often a good time to make changes in existing routines and programs.

Evaluation of Students

In the week following the conclusion of the module every student will take the following short quiz on the library skills presented.

Near the end of the school year the students again will be administered the 'What I Like About Books' Needs Assessment except that the written questions at the end will be altered slightly. By comparing these answers to those on the Assessment given prior to the beginning of the curriculum module teachers should be able to determine whether students feel more positively about reading.

Library Skills Quiz

Name_____

1. Circle the author's name on each card.
2. Underline the title on each card.
3. Cross out the call numbers on each card.
4. Put a BIG X through the Subject card.

913
B

Bates, Marston
The land and wildlife of South America by Marston Bates and the editors of Life. Time, Inc., 1964.
200p. illus.

cop.1 4.95
Cop. 2

1. South America - Descr. and travel. I. Title II. Life (Periodical)

920
N

Famous Mexican-Americans

Newlon, Clarke

Famous Mexican-Americans; foreword by Uvaldo H. Palomares; illus. with photographs. Dodd, Mead 1972
187p illus (Famous biographies for young people)

These biographical selections of Mexican-Americans who have attained success and acclaim include: educator Henry Ramirez; golfer Lee Trevino; labor leader Cesar Chavez; actors Anthony Quinn and Ricardo Montalban; Senator Joseph Montoya; singers Trini Lopez and Vikki Carr, and others
Source material: p181

1 Mexicans in the U.S.—Biography 1 Title 920

72W30,156 (W) The H. W. Wilson Company

574.9
R

ASIA - DESCRIPTION AND TRAVEL

Ripley, S Dillon

The land and wildlife of tropical Asia, by S. Dillon Ripley and the Editors of Life, Time, Inc., 1964.
200p. illus.

1. Asia - Description and travel. 2. Life (Periodical). I. Title.

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page 2

4. List three different kinds of cards found in the card catalogue in library?

_____ _____ _____

5. How can you tell if you can read a book easily?

6. What does it mean if a book has won the Caldecott Award?

7. What does it mean if a book has won a Newberry Award?

8. What does the 'call number' tell you?

Year-End Student Assessment

How do I Feel about Books

Section One
Circle the answer on the right that most accurately describes what you do.

I read before I go to bed.	usually	sometimes	hardly ever
I would rather watch TV than read.	usually	sometimes	hardly ever
Everyday I see someone in my family reading.	usually	sometimes	hardly ever
I read because I can learn about interesting things.	usually	sometimes	hardly ever
I read because I'm told to read.	usually	sometimes	hardly ever
I read because it is fun.	usually	sometimes	hardly ever
I find out about good books from my family,	usually	sometimes	hardly ever
my friends,	usually	sometimes	hardly ever
my teacher,	usually	sometimes	hardly ever
the librarian,	usually	sometimes	hardly ever

or from other ways _____ (tell me)

Section Two
Answer the following questions in a few words. Don't worry about spelling.

1. Write a friend's name and beside it list two books you think they might like to read.

2. Give the names of four authors whose books you have enjoyed. If you can't remember the author give the title or write something about the book.

3. Do you feel differently about reading on your own than you did at the beginning of the year? If so, answer on the back.

Teacher/Librarian Evaluation of Module

Brief written evaluation to be done;	at the conclusion of the curriculum module	just prior to the X-mas break
Did the students have the necessary background skills/knowledge to absorb effectively the library skills presented?		
Did we try to cover too much material, about the right amount, or too little?		
What instructional strategies seem the most successful? What strategies did not work well?		
What are the skills that the students seem to have mastered and which skills need reinforcement?		
Do these library skills appear helpful to students in their book searches? Should some be dropped and others added?		
What problems, if any, need to be resolved in the library assistant program?		
Which children already seem to read voluntarily and which need more encouragement? How can this later group be reached?		

Teacher Evaluation of Curriculum Module (2)

Brief written evaluation to be done;	just prior to spring break	in early May
Did students enjoy creating their own library? What were rough spots? How could they be avoided next time?		
What fine tuning might be done to make the classroom library function more smoothly?		
What modifications, if any, need to be made in the job descriptions of classroom and assistant librarians?		
Have book talks been well received? Are students interested in sharing their reading with classmates? How can enthusiasm be maintained or generated?		
Can improvements be made on the 3 X 5 card reviews? Are they being utilized by students.?		
Is the classroom library being used? What might make it more appealing?		
What indications are there that students are reading on their own and are excited about reading?		

Teacher Evaluation of Curriculum Module

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Did we try to cover too much material, about the right amount, or too little?		
What are the skills that the students seem to have mastered and which skills need reinforcement?		
What instructional strategies seem the most successful? What strategies did not work well?		
Do these library skills appear helpful to students in their book searches? Should some be dropped and others added?		
What problems, if any, need to be resolved in the library assistant program?		
Which children already seem to read voluntarily and which need more encouragement? How can this later group be reached?		

Evaluation by Parents

Just prior to the scheduled conference time teachers will send home the following brief questionnaire to be filled out and brought to the parent conference. Since some schools send home such questionnaires to help focus discussion space is left at the bottom so that other pertinent questions might be asked.

It is hoped that the responses to these questions will both suggest positive changes in the amount students are reading on their own and provide information teachers might be able to use in subsequent book selections.

Dear Parents,

Your conference with me to discuss _____ work is scheduled for _____. To help focus our discussion and to evaluation the efficacy of certain school programs please briefly fill out the following questionnaire and bring it with you to our conference.

I look forward to talking to you.

Sincerely,

Anne Sampson

1. What difference, if any, have you noticed in your child's reading habits?

2. Did you find the suggestions for encouraging independent reading helpful? Why or why not?

3. List some of your child's current interests?

Appendix I - Suggestions for Parents

Ways You Can Encourage Your Children to Read[34]

Materials:

1. Have at least 25 children's books available.
2. Subscribe to a children's magazine.
3. Place some of your child's and some of your own books, magazines, and newspapers in various rooms throughout your house to encourage spontaneous reading in spare moments.
4. Provide space in children's rooms to store books.
5. Provide a record keeping system for children to keep track of books they read.
6. Provide as many of the following items as you can to encourage children to create or tell their own stories: feltboard and felt story characters, roll movies, records and tapes of stories.
7. Provide materials with which your child can write, illustrate and bind their own books: writing paper, colored construction paper, pencils, crayons, felt-tip pens, scissors, paste and stapler.

Activities:

1. Read to your child daily and let your child read to you.
2. Visit the library once every two weeks to borrow books.
3. Visit a bookstore once every two weeks and purchase a paperback.
4. Tell stories to each other.
5. Take turns talking about books, and magazine and newspaper articles that members of the family have read.
6. As a family, read silently together, gathered around the kitchen table, the fireplace, or some other comfortable spot. Use the same spot always so it is associated with reading.
7. Read and recite poetry together.
8. Read books related to current television shows or movies.

9. Create a photostory with your children. Select a favorite story that has a simple plot. Have your children act out parts of the book and take slides, movies or snapshots. Place the snapshots in an album or read the story as the movie or slides are shown.

10. Prepare food related to books; for example, gingerbread cookies after reading the story of the gingerbread man.

Fostering Positive Attitudes:

1. Provide a model for your child by reading on your own.

2. Reward your child's literary activity with praise and encouragement.

3. Answer your children's questions about books and other materials they have read.

4. Limit the time allowed for watching TV each day. Encourage selective viewing.

5. Do not censor what your children choose to read. Guide them, but trust their own selections, since it is voluntary reading that you are trying to promote.

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